AP U.S. History, Semester 1
Unit Quiz: Industrialization
Instructor's Version B

Answers: Multiple-Choice Questions

1.	B	**16.**	C
2.	A	**17.**	C
3.	B	**18.**	A
4.	C	**19.**	A
5.	C	**20.**	D
6.	B	**21.**	B
7.	C	**22.**	D
8.	D	**23.**	D
9.	E	**24.**	D
10.	A	**25.**	C
11.	C	**26.**	C
12.	D	**27.**	A
13.	A	**28.**	A
14.	C	**29.**	B
15.	B	**30.**	B

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Answers: DBQ Essay Question

Assess the validity of the following statement: In the late-nineteenth century, American industrialists created a new economic order that was more beneficial than harmful to the nation's economy and society.

Use evidence from the documents AND your knowledge of the period from 1860 to 1890 to compose your answer.

Document A

The Gospel of Wealth, by Andrew Carnegie, 1889.

The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers.

The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. This change, however, is not to be deplored, but welcomed as highly beneficial. It is well, say, essential, for the progress of the race that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so.

Document B

Jennie Curtis, President of American Railway Union Local 269, *Address to the 1894 Convention*.

We struck at Mr. Pullman because we were without hope. We joined the American Railway Union because it gave us a glimmer of hope. Twenty-thousand souls, men, women, and little ones, have their eyes turned toward this convention today; straining eagerly through dark despondency for a glimmer of the heaven-sent message which you alone can give us on this earth.

Pullman, both the man and the town, is an ulcer on the body politic. He owns the houses, the schoolhouse, and the churches of God in the town he gave his once humble name.

And, thus, the merry war—the dance of skeletons bathed in human tears—goes on; and it will go on, brothers, forever unless you, the American Railway Union, stop it; end it; crush it out.

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Document C

John D. Rockefeller, *On Industrial Combinations*, 1899.

Much that one man can not do alone two can do together, and once admit the fact that cooperation, or, what is the same thing, combination, is necessary on a small scale, the limit depends solely upon the necessities of business. . . .

It is too late to argue about advantages of industrial combinations. They are a necessity. And if Americans are to have the privilege of extending their business in all the States of the union, and into foreign countries as well, they are a necessity on a large scale, and require the agency of more than one corporation. . . .

Combination is necessary and its abuses can be minimized; otherwise our legislators must acknowledge their incapacity to deal with the most important instrument of industry. Hitherto most legislative attempts have been an effort not to control but to destroy; hence their futility.

Document D

Henry George, *Progress and Poverty*, 1879.

Discovery upon discovery and invention after invention have neither lessened the toil of those who most need respite nor brought plenty to the poor. The association of poverty with progress is the great enigma of our times. It is the central fact from which spring industrial, social, and political difficulties that perplex the world, and with which statesmanship and philanthropy and education grapple in vain. . . .

So long as all the increased wealth which modern progress brings goes but to build up great fortunes, to increase luxury and make sharper the contrast between the House of Have and the House of Want, progress is not real and cannot be permanent.

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Document E

The Sherman Antirust Act, 1890.

Section 1. Trusts, etc., in restraint of trade illegal; penalty.

Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is declared to be illegal. Every person who shall make any contract or engage in any combination or conspiracy hereby declared to be illegal shall be deemed guilty of a felony, and, on conviction thereof, shall be punished by fine not exceeding $10,000,000 if a corporation, or, if any other person, $350,000, or by imprisonment not exceeding three years, or by both said punishments, in the discretion of the court.

Section 2. Monopolizing trade a felony; penalty.

Every person who shall monopolize, or attempt to monopolize, or combine or conspire with any other person or persons, to monopolize any part of the trade or commerce among the several States, or with foreign nations, shall be deemed guilty of a felony, and, on conviction thereof, shall be punished by fine not exceeding $10,000,000 if a corporation, or if any other person, $350,000, or by imprisonment not exceeding three years, or by both said punishments, in the discretion of the court.

Document F

Stephen Crane, "In the Depths of a Coal Mine," *McClure's Magazine*, 1894.

Meanwhile they live in a place of infernal dins. The crash and thunder of the machinery is like the roar of an immense cataract. The room shrieks and blares and bellows. Clouds of dust blur the air until the windows shine pallidly afar off. All the structure is a-tremble from the heavy sweep and circle of the ponderous mechanism. Down in the midst of it sit these tiny urchins, where they earn fifty-five cents a day each. They breathe this atmosphere until their lungs grow heavy and sick with it. They have this clamor in their ears until it is wonderful that they have any hoodlum valor remaining. But they are uncowed; they continue to swagger.

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Document G

Henry D. Lloyd, "Story of a Great Monopoly," *Atlantic Monthly*, 1881.

When Commodore Vanderbilt began the world he had nothing, and there were no steamboats or railroads. He was thirty-five years old when the first locomotive was put into use in America. When he died, railroads had become the greatest force in modern industry, and Vanderbilt was the richest man in Europe or America, and the largest owner of railroads in the world. He used the finest business brain of his day and the franchise of the state to build up a kingdom within the republic, and like a king he bequeathed his wealth and power to his eldest son. . . .

In the actual physical violence with which the railroads have taken their rights of way through more than one city, and in the railroad strikes of 1876 and 1877 with the anarchy that came with them, there are social disorders we hoped never to see in America. These incidents in railroad history show most of the points where we fail, as between man and man, employer and employed, the public and the corporation, the state and the citizen, to maintain the equities of "government"—and employment—"of the people, by the people, for the people."

Document H

"'The Incident' of the 6th of July," *Illustrated American*, July 16, 1892.

A certain man, who has risen from the ranks of labor by thrift, cleverness, and lucky transactions, has amassed riches. His name is Andrew Carnegie; his fortune is written in the millions. Much of this fortune is invested in steel rolling mills at Homestead. . . . The smoke of the flumes ascend day and night to the god of commerce, and the high price of bread consumes the day wage of the toilers.

Four years ago Carnegie gave $500,000 to the campaign fund which promised him "protection" or monopoly. Fourteen competing rolling mills have passed away and one hundred acres have been added to the Carnegie plant.

Use of the Documents

Each of the documents offers a perspective on industrialization and its effects on the country and society as a whole.

Documents A and C provide two different views of industrialists; both see the effects of what they are doing as positive for society; B is a view of a labor organizer vs. the Pullman company; G gives a mixed view of Vanderbilt and the railroad industry; D and F offer authors' critical views of industrialization; H gives a journalist's critical view of Carnegie and the Homestead Steel company; and E is the government's response.

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Key points from Outside Information

Industrialist actions and views

- Jay Gould: a good example of negative effects of unrestrained business activity; became enormously wealthy and contributed little to the building of the railroads
- Cornelius Vanderbilt: a good example of the generally positive effects of unrestrained business activity; created much more effective and efficient railroads helping to connect New York with Chicago
- Thomas Edison: a good example of an inventor and innovator who also became a successful businessman, doing more than anyone else to develop electricity as a power source in America—with obvious benefits
- George Westinghouse: like Edison, an inventor and businessman, who developed alternating current, making possible long-distance electrical power
- John D. Rockefeller: succeeded in developing oil refining as an economically successful business, with long-term effects on power and transportation; however, his methods of driving out competitors ultimately brought government response
- Andrew Carnegie: created much personal wealth in the steel and iron industries by, like Rockefeller, driving out competition; provided thousands of jobs, shared his wealth responsibly, yet suppressed labor movement and used violence against union action at his Homestead Steel Works
- J. Pierpont Morgan: used power of his bank to fund industrial development; helped bring in European investment to help American development; became enormously powerful as a member of many companies' boards

Students could make the case that, however unscrupulous these people may have been, it is doubtful that the American economy would have developed as quickly and broadly as it did without their ingenuity and entrepreneurial drive.

Critics and their views

Pro-labor events, organizations, and individuals:

- Molly Maguires: poorly organized protests against conditions in the mines—would be a useful reference in a discussion of document F
- Railroad strikes of 1877: poorly organized protests against wage cuts implemented by owners; workers angry that cuts came at time of increased profits for railroads
- National Labor Union, 1866: had modest success in influencing Congress to act on behalf of federal workers; collapsed by 1868
- Knights of Labor: a more successful labor organization that countered wage cuts of railroad companies; lasted until 1886
- Anarchists: advocated worker control of industry; willing to use violence to achieve this
- Haymarket Affair: workers protested in an attempt to secure benefits and decrease working hours
- Samuel Gompers and the AFL: sought to improve working conditions; criticized the industrialists for thinking only of their own personal wealth and power
- The Homestead Strike: against Carnegie's steel company; appropriate for a discussion of Document H
- The Pullman Strike: against a railroad manufacturing company; appropriate for a discussion of Document B
- Eugene V. Debs and the Socialists: radical critics of industrialists; wanted more benefits for workers

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- The Industrial Workers of the World (IWW): "Wobblies" even more radical than Debs and Socialists; believed that only when capitalism was replaced by a workers' world could society as a whole benefit from economic development

The Government's response:

- Laissez-faire economic policy: laid groundwork for industrial development, questionable entrepreneurial behavior, and the creation of huge individual wealth
- Laissez faire found support among advocates of Social Darwinism
- The government responded to monopolies in the oil industry with the Sherman Antitrust Act of 1890. Students will not have learned much about government responses to trusts—this will be covered in the next semester.

Notes to the Instructor

Students should answer the question directly and use specific evidence from the documents, Tutorials, and text. For further information on how to write a DBQ, view the Tutorial "Reading and Writing History," or visit the Study Tips under Resources in the class center. Print out a copy of the Unit Quiz to view the full DBQ.

Pointers for Instructors

- Make sure students address the question. They should use specific evidence to criticize or support the provided statement. As there is plenty of evidence to support either position, students should make some attempts to address both sides of the issue.
- It is important that students describe briefly what the entrepreneurs actually did and demonstrate an understanding of what the criticisms were.
- Emphasize that every paragraph students write must contribute to their thesis.
- Students must make effective use of the documents by citing them directly or by paraphrasing.
- Make sure students bring additional information from the text, the Tutorials, and the assignments into their arguments.

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Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent
Argument: The essay must have a strong, clear thesis. The student should take a clear position either in support of or against the proposition stated in the question. The essay should also indicate a grasp of the complexity of the issue, referring to pros and cons of entrepreneurial behavior in this time period.
Critical Thought: The student should explain how each document supports or undermines the thesis. The student should address conflicts and contradictions in the evidence. Any outside information must be relevant to the argument.
Evidence: The student should use documents **and** outside information (see lists above) throughout the essay. Most of the documents must be used, and students might address the relationship between the sources.
Writing Style: The essay must be well organized and well written; it must make sense throughout.

32-35 points—Very Good
Argument: The student's thesis must be consistent with the question, but it may not be sufficiently focused.
Critical Thought: The student's answer must include an analysis of several of the documents and must incorporate outside information.
Evidence: The student should make use of the documents and outside information (see lists above) that support the position being argued. Discussion of relationships between the sources used may be limited.
Writing Style: The essay should be well organized and clearly written; it must be logical, but some points may be unclear.

28-31 points—Adequate
Argument: The student's thesis is only partially developed. It may address the question, but it does so in a way that doesn't acknowledge the question's complexity. The essay will most likely fail to prioritize the arguments.
Critical Thought: The student's essay is primarily descriptive or narrative, and doesn't provide an analysis of the question or of the evidence provided. It will not address all the relevant issues, and will ignore the opposing position.
Evidence: The student may paraphrase the documents and may misinterpret a document to better fit the argument. The student will use only a little outside information and may refer to some but not all of the documents. The answer may contain errors.
Writing Style: The writing and organization is unclear, but acceptable.

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24-27 points—Flawed
Argument: The student's thesis will be unclear and will not be supported in the body of the essay. Use of evidence will be unclear, and the argument will be poorly developed.
Critical Thought: The essay will show only a limited understanding of the question, and will offer little or no analysis. What little analysis there is will be inaccurate. The student will show little understanding of the issue of industrialization.
Evidence: The student will not make use of the documents appropriate to their argument, and may use documents that actually support the opposing position. The use of documents will be haphazard, with references only to brief excerpts or paraphrases. There will be little outside information. The argument may contain errors.
Writing Style: The student's answer will be weakly organized and the writing will be unclear.

20-23 points—Severely Flawed
Argument: The student provides no thesis, or provides one that is not relevant to the question.
Critical Thought: The student demonstrates little or no understanding of the question.
Evidence: The student makes almost no use of the documents provided, and makes little or no use of outside information. The answer contains major errors.
Writing Style: The answer is disorganized and poorly written.

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